

Appendix A: Overview of the SRL Strategy Knowledge Test**Table A.1***SRL Strategy Knowledge Test scenarios and items*

SRL strategy	Problem scenario	SRL [+] item	SRL [-] item
1. Goal setting	Malie the Seagull will soon be starting school and Fillie the Frog wants to give Malie something special. "But what would Malie be happy about?" wonders Fillie.	Fillie could first draw all the ideas that come up. Then Fillie could choose and circle the idea that they think is best.	The first idea that comes to Fillie's mind could be chosen as a gift for Malie the Seagull.
2. Using prior knowledge	How could the little frog find a good gift idea for Malie the Seagull? Fillie the Frog has decided: Fillie wants to make a school cone for Malie the Seagull. But how could Fillie start doing this? What could the little frog do first? Fillie the Frog wants to use the craft book as support.	Fillie could remember a craft book that is on the bookshelf. Fillie could look in it to see how to make a school cone.	Fillie could start crafting right away, without preparing anything beforehand. This way, things could get started very quickly.
3. Planning the action sequence	How could Fillie use the craft book to achieve the goal of making a beautiful school cone for Malie?	Fillie could look closely at each craft step in the instructions. This way, they could identify what needs to be done and when.	Fillie could look at what the school cone should look like in the end. It would take too long to look at each step.
4. Enhancing self-efficacy beliefs	Looking at the instructions, Fillie realizes that crafting could be quite difficult. What thought could now help the little frog to get it done anyway and reach the goal?	Fillie has also made beautiful things before. The little frog could now remember these things. If they have already turned out great, Fillie could certainly do it again this time!	Fillie could think about not starting crafting at all.
5. Activating task interest	Fillie the Frog thinks that crafting could take quite a long time. How could Fillie still feel like crafting?	Fillie could remember how much fun crafting always is. So Fillie could certainly have fun crafting the school cone too!	Fillie could decide not to make a school cone after all and to make something else instead.
6. Proceeding step by step	Now Fillie can start crafting! How could they go about achieving the goal of making a beautiful school cone for Malie?	Fillie could look at the first step in the craft book and then follow this step. Fillie could do this for every individual craft step. Then the little frog will get to the planned goal step by step.	Fillie could start crafting quickly! Looking in the craft book again might take too long.
7. Dealing with distraction	Fillie has just started tinkering, when Hemmie the Hamster and Loffie	Fillie could finish crafting first. After that,	Fillie could stop crafting and go play with Hemmie and Loffie.

	the Lynx come over and want to play with Fillie! What could the little frog do to achieve the goal of making a beautiful school cone for Malie?	the little frog could play happily with the others.	
8. Self-monitoring	Fillie continues crafting now. They really want the school cone to be beautiful! How could Fillie achieve that?	Fillie could compare all the craft steps made with the instructions. This way, after each step, the little frog would know if they had done it correctly.	Fillie could keep crafting without looking at the craft book again.
9. Dealing with mistakes	Fillie notices that a star that is to be cut out and glued onto the school cone has been drawn incorrectly from the template. What could Fillie do now to achieve the goal of making a beautiful school cone for Malie?	Fillie could erase the star shape first. Then the little frog could look at the instructions again and repaint the star. This way, they could correct the mistake.	Fillie could cut out the shape as it looks right now. Then the school cone will not look as nice as the template, but Fillie will finish it faster.
10. Taking breaks	Fillie is getting pretty tired of crafting. What could they do about the strain?	Fillie could take a little break, even if it means that crafting takes longer. After that, they could continue crafting.	Fillie could still keep going, even if it makes the little frog even more tired.
11. Self-praise	Fillie continues to craft now and is starting to realize that it's not much fun to keep going. What could they do now?	The little frog could praise themselves for diligent crafting and staying on task. After that, Fillie could continue crafting.	Fillie could stop crafting. The school cone might be a great gift idea, but it is just not much fun for Fillie anymore.
12. Self-evaluation	Finally! Fillie has made it and is done with crafting! What could Fillie do next to achieve the goal of making a beautiful school cone for Malie?	Fillie could compare the cone to the template in the craft book. This way, the little frog can check whether the school cone looks exactly as planned.	Fillie could put the school cone aside without checking to see if it looks the way they want it to.
13. Self-satisfaction	Fillie notices that the finished school cone looks just like the little frog imagined it would. How could Fillie feel now?	Fillie could be pleased with themselves. Because they have managed to cope with this strenuous task so well!	Fillie could feel completely normal. Because when the school cone is finished, the little frog does not need to think back to crafting.
14. Self-response	The next morning, Fillie notices that one of the glued-on stars has fallen off. So Fillie glues it back on. What could the little frog choose to do for the next crafting?	Fillie could resolve to use more glue for the next crafting. Then no more glued parts will fall off in the future.	Fillie could choose to change nothing at all and do everything as before next time!

Note. In order not to exceed the perceptual capacities of the children, each component of a scenario (description of the problem, SRL [+] item, SRL [-] item) was printed on a separate double page. The

order of the SRL items was counterbalanced, with half the scenarios starting with the SRL [+] item and half starting with the SRL [-] item.

Appendix B: Overview of the External Rating Scale for Psychomotor Development

Table B.1

Items of the External Rating Scale for Psychomotor Development

Skill area	Item
Gross motor skills	<p>The child can walk along a straight line with eyes open.</p> <p>The child can walk along a straight line with eyes closed.</p> <p>The child can catch a ball that is thrown to them.</p> <p>The child can throw a ball accurately to another person.</p> <p>The child can jump with both legs to the left and right.</p>
Fine motor skills	<p>The child can screw a nut onto a bolt without errors. (<i>The nut lies exactly on the bolt when it is applied, two fingers are used to turn it, the bolt or nut does not fall down.</i>)</p> <p>The child can unscrew a nut from a bolt without error. (<i>Use of two fingers to turn, no dropping of screw or nut.</i>)</p> <p>The child can thread coarse beads onto a ribbon without error. (<i>Ribbon is held neither too far forward nor too far back, ribbon hits bead hole on the first attempt, no falling of beads.</i>)</p> <p>The child can thread fine-holed beads onto a ribbon without errors. (<i>Ribbon is held neither too far forward nor too far back, the ribbon hits the bead hole on the first attempt, no falling of beads.</i>)</p>
Visuomotor skills	<p>The child can exactly trace the edges of simple geometric shapes (e.g., a quadrilateral) with a pencil.</p> <p>The child can exactly trace the edges of figures composed of multiple geometric shapes (e.g., a castle with towers of different shapes) with a pencil.</p> <p>The child can draw simple geometric shapes (e.g., a circle).</p> <p>The child can draw complex geometric shapes (e.g., a three-dimensional drawing of a cylinder).</p> <p>The child can complete half-finished simple geometric shapes (e.g., a triangle) by mirroring them.</p> <p>The child can complete semifinished complex geometric shapes (e.g., a star) by mirroring them.</p>

Appendix C: The Four-Item Short Scale on Expected School Success

1. The child will master the challenges of everyday school life.
2. The child will regularly be confronted with failures in school. (*negatively polarized*)
3. The child will be overwhelmed with the demands of school. (*negatively polarized*)
4. The child will be able to achieve good grades in school.